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ABSTRACT

This issue of the Australian Early Childhood Association Research in Practice Series focuses on creating aesthetically pleasing environments in early childhood care and education settings. The booklet details characteristics of aesthetically pleasing environments and discusses how early childhood practitioners' reflection upon the school or center educational philosophy and how practitioners' image of the child often highlight differences between values and practices. Suggestions for organizing the environment to promote, support, and enhance play are delineated. The "de-institutionalization" of the environment is promoted as a way to create an environment that is warm, welcoming, and inspiring to adults and to children. The characteristics of an institutional environment are listed, and ways to enhance the physical environment are suggested. The booklet also discusses the organization of time and its importance in creating an unhurried, relaxed rhythm to the day. Organizing indoor and outdoor space in order to improve the effectiveness of the learning environment is also examined. The booklet further examines ways the physical environment can support and facilitate social interaction and ways in which children's work can be displayed and documented. (KB)

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The series aims to provide practical, easy to read, up-to-date information and support to a growing national readership of early childhood workers. The books bring together the best information available on wide ranging topics and are an ideal resource for children's services workers and others interested in the care and education of young children. Books produced in previous years have now become standard texts in many early childhood courses.

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Early childhood *environments*

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Organising
a learning environment
that is inspirational, functional,
and aesthetically pleasing is not
simply a matter of placing a bowl
of flowers on a table, arranging
dinosaurs near a resource
book, or hanging a poster
on a wall.

It is much more than this.

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Early childhood *environments*

Thinking about environments

What is an aesthetically pleasing environment? Aesthetics simply refers to a value or judgement relating to what is considered pleasing within nature, and is a response through the senses—sight, touch, sound, smell, taste.

When we see the black outline of a tree against a vivid pink sky at sunset, smell a fragrant flower, taste an exotic fruit, feel the paw of a cat, or hear a flute being played, it promotes within us a certain response. Once we experience the initial feeling we feel stimulated to share our response with significant others. The experience, then, has stimulated a desire to describe our feelings and the need to investigate or explore similar experiences further or for a longer period, or again if possible.

Remember the thrill of finding a sea urchin shell at the bottom of a rock pool? Remember the joy of crunching red, yellow, and brown leaves underfoot? Remember the wonder of watching ice melt, the feeling of dry sand sliding through your fingers, holding a windmill? Remember the shadows that played with you in the playground and the thrill of feeling the wind's strength when holding onto the strings of a kite? These cognitive, social, and sensory responses are outcomes that are desirable, stimulating, memorable, and educational.

The organisation of the learning environment is an important aspect of any early childhood program. The environment should be regarded as a window of opportunity for young children, a wellspring of inspiration and a source of wonder and delight. Relationships flourish in a nurturing and pleasing

Remember the thrill of finding a sea urchin shell at the bottom of a rock pool?

Remember the wonder of watching ice melt?

Sensory pathways

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environment, particularly if the environment embraces and welcomes the diversity of cultures represented in the staff and families. Thinking about early childhood environments is not simply a current trend or new idea, its importance has been well documented throughout the centuries and over years.

The early childhood philosophers and theorists—Rousseau, Froebel, Pestalozzi, Montessori, Dewey, Piaget, and Vygotsky, to name but a few—placed great emphasis on the environment declaring it the third teacher. Contemporary theorists—Bronfenbrenner, Bruner, Greenman, and Malaguzzi and others—also value the learning environment, describing its ability to empower young children to explore, to be curious, to investigate, to aspire, to develop relationships with others, and to dream of what could be and to make meaning of their world. But how is this achieved?

If we believe children are:

- competent explorers,
- imaginative thinkers,
- creative problem-solvers,
- able to see the wonder and beauty within nature and the environment...

...then we must give children opportunities to demonstrate that they are capable of:

- making decisions, expressing themselves
- making discoveries
- posing questions
- considering the views of others
- testing their hypotheses
- being curious
- delighting in the unexpected
- working collaboratively with others.

Reflecting on the environment

Change begins with the whole school and community reflecting on the school or centre educational philosophy. It is also important to think about the image of the child each person holds in their mind and reflects in their practice. Reflecting on your philosophy and your 'image of the child' is likely to highlight differences between values and practices. Part of our goal should be to minimise such differences.

The next step is to look at the environment through the eyes of a child and then look again through the eyes of a visitor. With the former, it is germane to recall your own early childhood memory of a 'special place' when time was not a constraint and the important business of making meaning of the world was freely explored with very little adult intervention or direction.

Identifying problems and suggesting changes can be confronting for some people. Therefore, it is necessary to ensure that any staff discussions are characterised by

openness and trust. Individuals should feel that the discussion of problems or issues will not be interpreted as incompetence or weakness. At this point, and on many occasions throughout the process of change, it is important to present your ideas to the families of the children you work with, and to seek their perspective, ideas, and expectations.

Once the processes of reflection and discussion have taken place, the next step is to put thoughts into action. This requires an investment of time and energy in creating an environment that reflects the people within it. For example:

- Walk through and around a familiar environment, looking for areas that need to be de-cluttered, reorganised, refreshed or changed.
- Re-evaluate inherited equipment and furnishings that have been bestowed by different people over time.
- Move on to evaluate the usefulness of the resources and discard out-of-date and uninspiring items.

It is difficult to discard equipment and furniture and furnishings in order to 'improve' the environment as these items are expensive. However, having reviewed the centre philosophy and the collective image of the child, the culling of dilapidated and out-of-date equipment, furniture, and resources is a lot easier. Once the paring back has been done, a revitalised environment will emerge. The 'more with less' refines the appearance and presentation of the classrooms and the school or centre. This process should be done in both the indoor and outdoor environments.

Sometimes the removal of an out-of-date floor covering enhances the space and the furniture and prepares us for a new beginning. Removing curtains and old blinds quite often reveals wonderful vistas or glimpses of trees and gardens which were once hidden or overlooked. This process is not for the faint-hearted or for early childhood hoarders! Once you begin you will wonder why it has taken so long to strip back the veneer of past trends and fads to reveal the bones of the school or centre. It is valid to defer to the historical aspect of the

Through the child's eyes

Consider current practice and organisation of classrooms.

- *Are the spaces appropriate for children and not overwhelming?*
- *Is the teacher's inspiration limited only to table-top activities, neglecting the ambience and organisation of the whole environment?*
- *Does your environment afford different kinds of play?*

Through a visitor's eyes

Begin the appraisal of the setting at the front gate. Look at:

- *the fence,*
- *the pathways and gardens,*
- *the children's play areas.*

Step into the school and look at the:

- *entry way*
- *office*
- *corridors*
- *classrooms*
- *store rooms*
- *kitchen*
- *staff room*
- *verandahs.*

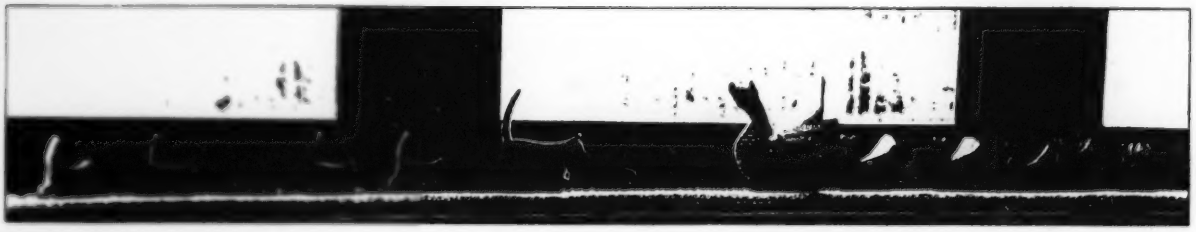
Consider the messages that these spaces and areas convey to the children and adults who work in the school and the messages conveyed to the adults who visit. Greenman (1991) reminds us that 'many of us live, work, spend nearly all our time in spaces that never become places'.

building which will reveal the integrity and characteristics of the architecture.

Consider the following:

- Contact the historical society or local council which may be a useful source for photographs of the school or centre. Photographs may provide information about original features such as verandahs and gardens. The outdoor environment could be restored by using the original trees and shrubs and layout of the garden.
- Do not use synthetic grass. Mulch and leaf litter is a much more aesthetic and sensory ground covering.
- Once a setting has been cleared of its embellishments and clutter, families begin to notice and take pride in the environment, along with the staff and children. This sense of ownership ensures the upkeep and maintenance is shared by everyone.
- Avoid the re-clutter trap, be disciplined in the daily cleaning and tidying.
- Mark dates in the diary for clean-up or working bees. Set aside a page in the diary for all staff to jot down tasks for the clean-up days.
- Plan to hold an annual Open Day for the community. Open Days provide a great focus for staff families and children, and ensure that the environment is looked at with a critical eye at least once a year.
- The walls, furnishings, and equipment need to be thoroughly cleaned and the resources need to be upgraded, sorted, and if necessary discarded on a regular basis.

'Families' of objects

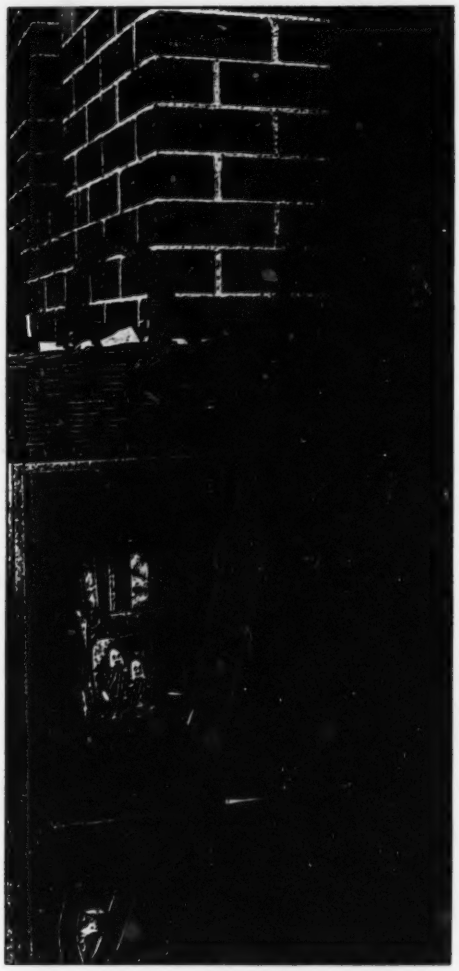


Organising the environment

Once the environment has been pared back to a pristine state and is well-organised then the task of promoting, supporting, and enhancing children's play can begin. Places can be designated for play spaces. A place for home corner, reading, writing, blocks, art, science, and music can be arranged. These designated areas remain permanently in this configuration. At clean-up time the equipment and resources are returned to their place within the learning area, ready for the afternoon program or the next day. Children become familiar with these areas and where the resources are stored and displayed. Children build on their skills and their knowledge when they revisit equipment and resources each day.

Large group work and rest times require large spaces and the re-organisation of the furniture and equipment. Consider these alternatives:

- Shifting the emphasis to working with children in small groups rather than large groups. This takes away the need for packing up before morning tea and lunch, or other activities.
- Trusting children to understand that the time to play with the equipment on the shelves is not during sleep time or group time. This alleviates the need to dismantle the classroom environment or to turn shelving around or push the furniture to one end of the room.
- Children can sleep or rest next to shelves with equipment stored on them, provided they have a selection of toys that they can play with beforehand.
- Children are able to focus on a story even if the collage trolley and the dress-ups are not covered over.



A sense of place for equipment

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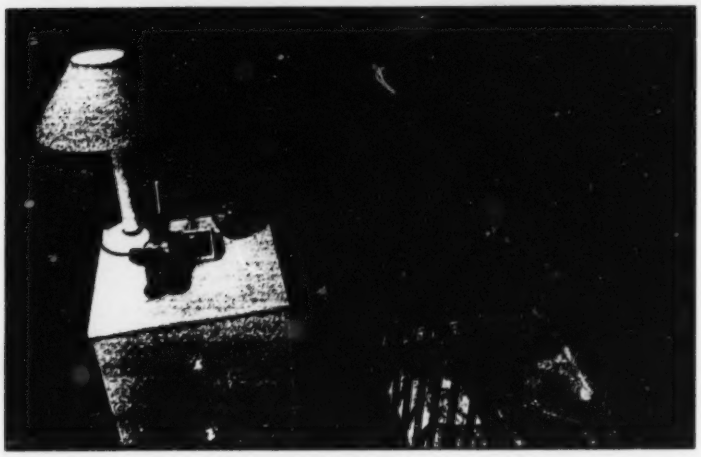


De-institutionalising the environment with home-like furnishings

By maintaining, respecting, and valuing the learning environment, children also learn to respect and care for the equipment and furniture.

- In many settings the furniture and equipment is constantly moved around to ease the work of the cleaner. Consider making alternative arrangements so furniture can remain. The cleaner *can* get used to vacuuming around a block construction that is left for children to return to each day. Take the time to discuss with the cleaner the reasons you need their support in maintaining the learning environments. Initiate a monthly meeting with the cleaner to discuss cleaning requirements and any special requests. This builds up a great relationship with a very important and key person.
- Children of all ages respond well to an environment where the adults have taken the time and the trouble to consider what might interest or motivate a particular group of children. Both children and adults delight in objects that are stimulating and curious and displayed in an interesting way. Trust children to care for special things. Leave the objects in their place over time. Children will soon learn that everything has its place.
- Children and adults relate to the environment if they are empowered to make choices, move about freely, enjoy and feel a sense of ownership and pride in the organisation and presentation of the resources and equipment.
- Children and adults prefer order and are better able to focus if all distractions, visual and aural, are minimised and the equipment and the environment are well-maintained.
- Children are better able to develop relationships with

their peers if the environment and the program support this, and allow for working in small groups.

- Children do not need commercial images of childhood in their environment. Good quality fabric and furnishings in neutral colours provide a calmer atmosphere than busy cartoon character materials.

(Adapted from Shepherd & Eaton, 1997, p.44).

Furthermore, expensive educational equipment that clutters the shelves in our store rooms should make way for basic art materials and prop boxes for sociodramatic play, and objects from the environment that will stimulate a sense of wonder.

A whole centre ethos must prevail in the collection of resources and in the organisation of the environment to promote curiosity and problem-solving. Encourage all members of staff to observe children and to share their insights, and support staff in the reporting of their observations. Encourage staff to care for the resources, equipment, and the environment.

Implementing change

We have made a number of references to the notion of 'environmental messages' that a learning space emits. Too often, without intention, we create an environment in our schools/centres that sends the wrong messages. We allow our schools/centres to appear institutional, instead of warm, caring, welcoming, and inspiring places, both for children and adults.

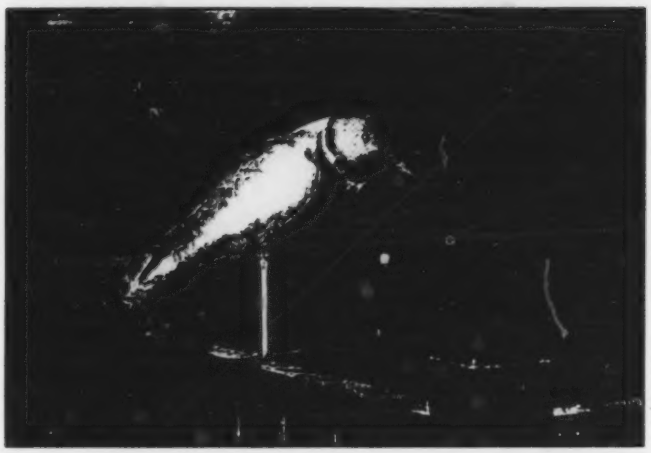
We need to de-institutionalise the environment to create an atmosphere of calm, order, and warmth.

Why is this important?

- Children can spend up to 12,500 hours within a long day care setting, more hours than the child will spend at school (Wangmann, 1995).
- Most institutions require children to conform and to be compliant, which goes against the general ethos of most early childhood philosophies.

Some observations -

- *A child holds a shell to his ear and asks the adult 'can you hear the sea?'*
- *A casual member of staff drops into the centre with a fresh bunch of flowers for the vase in the foyer.*
- *A toddler replaces a family of shells in the correct order of size after a younger toddler leaves them out of order.*
- *A preschooler advises the casual relief staff member on the way the cushions should be arranged in the book area.*
- *A preschooler helps a toddler to replace the toy trees that had been lined up in the block construction area.*
- *Preschoolers recognise the reproductions of Van Gogh paintings on a poster in their classroom as the same pictures on display in the dining area.*



Children and adults delight in objects that are stimulating and curious

- The trappings of an institution act as barriers to the development of warm, trusting, respectful relationships, a sense of community, and feelings of ownership and belonging.

What are the trappings of an institution?

- Notice boards filled with notices which are never noticed, never culled or tidied.
- Coloured cardboard footprints or fluorescent arrows leading to notices. These are condescending and demeaning and are not usually removed at the end of the 'event' being advertised.
- Anonymous 'washing lines' of children's artwork strung across classrooms or hallways which create a sense of visual chaos.
- Messy lockers with picture symbols that give no sense of the true identity of the owner.
- Boxes overflowing with unclaimed lost property.
- Forlorn, unkept equipment which is shunted around in haphazard room arrangements which indicate the adults hold the power.
- Commercial images from books; cartoon characters; birthday, alphabet, number, colour and shape posters and charts displayed in layers on every spare segment of wall space adding to the visual chaos.

- Bright fluorescent tube lighting.
- Utilitarian institution furniture and soft furnishings.
- Institution colour schemes and the use of primary colours—the 'obligatory' early childhood colour scheme, harsh and bright.
- Stacks of beds and chairs in children's playrooms.

- Heavy-duty garbage bins in classrooms and foyers.
- Shelving units covered with curtains to prevent children from accessing the equipment.
- Furniture and equipment pushed to one side for eating and sleeping routines.
- Incomplete puzzles, tattered books, unloved dolls.
- Pot plants and garden beds with plants struggling to survive.
- Outdoor play environments that have become havens for equipment and resources that have become too forlorn to remain inside.
- A lack of 'soft spaces' for children or adults.
- A lack of adult-sized furniture.
- A lack of visible traces of the individuality of children, families, and staff.
- Inflexible routines which dominate the program.

Early childhood environments should be wondrous, inspiring early learning places, not a 'pre-institution'.

(Adapted from Shepherd & Eaton, 1997, pp. 46–47).

Foyers should be welcoming spaces and reflect the cultures of the community

Enhancing the physical environment

There are many ways of enhancing the environment to create a place of wonder and beauty.

Once we begin to take pride in the presentation and organisation of the environment then we gradually rid ourselves of the layers of the 'institution' to reveal a welcoming, attractive, and comfortable environment for children and adults. Consider the following questions in relation to your own setting:

- Are there places that invite children and/or adults to meet or gather? Entry ways and foyers should make visitors feel welcome. Attractive displays that introduce visitors to some of the current interests being explored by the children and staff offer a 'window' into the program.

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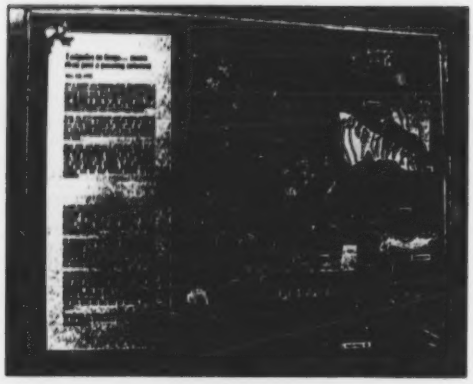
- Are the rooms light airy and organised for ease of movement from one area to the next?
- Are the furniture and equipment, toys and soft furnishings clean, attractive, and in good condition?
- Is children's work displayed respectfully and thoughtfully, with attention to highlighting individual work?
- Are elements of nature included in displays throughout the setting?
- Is there open shelving to afford children choices?
- Is there a sense of place for equipment and displayed objects?
- Is there a sense of order in the room arrangement of furniture and resources?
- Is there sufficient use of rugs and cushions to create cosy places for quiet contemplation?
- Is there comfortable adult-size furniture for visitors to the room to encourage prolonged visits as opposed to fleeting glimpses?
- Are there artefacts that represent the various cultures in the room for children to handle, examine, and be inspired by?
- Is it obvious that the children and staff care for the room and its contents?
- Is there a sense of ownership and belonging?



Display children's work thoughtfully

Include elements of nature in displays

With attention to these and other details, it is possible to create an aesthetically pleasing and very livable environment for all who inhabit it. (Adapted from Shepherd & Eaton, 1998, in print.)

Elements of time

The organisation of time can have a huge impact on the quality and success of an early childhood program. Children should be given long, uninterrupted blocks of

time to engage in activities without concern for the need to pack away in, say, half an hour. We often segregate children's play into half hour intervals which leads to a frenzy of children buzzing about the place, 'having a go' at everything. In contrast, when children have much longer periods—for example, an hour-and-a-half—to really get involved in what they are doing, we find that their play and exploration is far more sustained.

Through experience, we have found that young children are very capable of sustaining their interest and attention for extended periods. Children are far more likely to invest their energy and ideas in a play experience if they have the comfort of knowing they won't be required to pack away soon after getting started.

Children should be given long, uninterrupted blocks of time to engage in activities without concern for the need to pack away

Organising the day in order to operate an indoor/outdoor program for part of the morning and part of the afternoon will obviously contribute greatly to the effectiveness of this type of arrangement. While this might seem a logistical impossibility at first, there are often ways of dealing with staff and room issues. For example, enlisting permanent volunteer staff for part of the day, or, better still, employing an additional staff member that could be shared across two rooms. Children will then usually become more settled and more productive in their play, there are fewer behavioural problems, and an obvious sense of calm pervades the room and outdoor play environment.

Overall, there is more opportunity to create an unhurried, relaxed rhythm to the day which responds to the needs of children (more than adults) and benefits everyone.

An attitude of flexibility and adaptability amongst staff will contribute to the success of such endeavours. An important aspect of this process is to ensure that routines do not rule the program. One example of this is the organisation of morning and afternoon tea for children. Tables can be set up, possibly on a verandah adjacent to the room and playground, to cater for approximately eight children and an adult. Children are able to come to

this area to enjoy their tea break with friends when they are ready. Whether children bring their own food or it is provided for them, they can have some sense of control over when to stop playing and take a break. This can occur over a period of approximately 45 minutes.

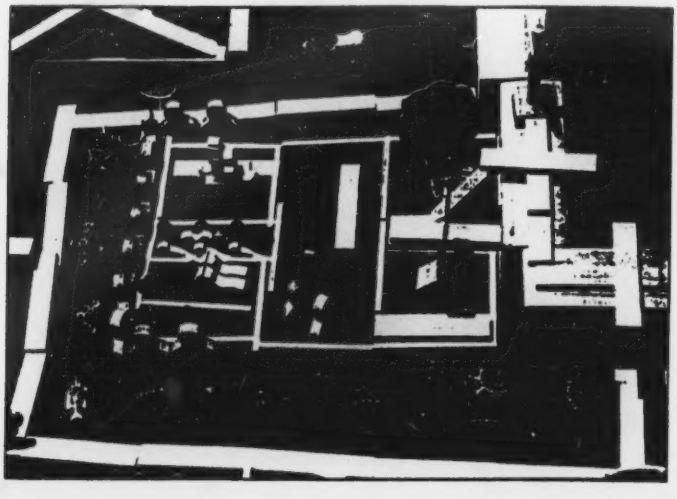
Organisation of space: both indoors and outdoors

The organisation of space is an important consideration in embracing the physical environment and improving the effectiveness of the learning environment. Creating a balance between providing surprise and delight and maintaining familiarity and stability for children is a challenge we should strive to meet.

Young children need to feel comfortable and 'at home' in their play environment. They need to feel a sense of stability, in knowing where things are kept, and a sense of independence in being able to retrieve items and return them to their rightful place. This helps to create a sense of order. Even very young children can develop an understanding of where things belong.

Historically, it has been common practice for early childhood settings to pack away, cover up and/or rearrange the learning environment on a regular and

Organise the environment so that children can continue work on existing constructions



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frequent basis. The justification given for such practices is often 'the children will get bored if we don't move the furniture around'. This is a misconception which contributes to unsettled, disorganised, haphazard environments. It also contributes to the fatigue and frenzy of the adults laden with the burden of shifting furniture and equipment.

In contrast, we need to create designated play spaces that children become familiar with and take responsibility for. Children develop a sense of valuing the physical environment when this is modelled by adults. Children will take a lot more care of resources and objects on display when they are given some responsibility for this.

Children should also have the opportunity to 'make their mark' on a play space. They take ownership of a space when they can arrange and re-arrange a particular area from time to time to suit their needs. The simple addition of large, lightweight pieces of fabric and cardboard boxes can transform any environment. These items, along with cushions and soft lamp lighting, can also provide opportunities for children and staff to create a 'private', cosy space to 'escape' to.

Ultimately, our goal should be to create and maintain a learning environment that is functional, livable, satisfying, stimulating, aesthetically pleasing, and inspirational.

Supporting and facilitating social interaction

If the environment remains stable and the furniture and equipment do not have to be moved around each day, this relieves the time staff take in attending to these tasks, and they are available to engage in interactions that extend and challenge children's thinking and skills.

The environment and the experiences must support the development of children's relationships with each other. If children know where the equipment and resources are

The outdoor environment

The outdoor environment is often overlooked in terms of its layout and organisation. It should contain a range of designated play spaces for activities such as block play, book-reading, socio-dramatic play, drawing and painting, claywork, woodwork, music experiences, and manipulative activities. If tables and chairs and storage units such as small cupboards, large baskets, and/or open shelving are able to remain on a covered verandah then setting up such learning experiences on a daily basis becomes easy and time-efficient

stored and can safely access these, then they are more likely to collaborate with others in deciding on what they would like to use in their play. If children are empowered to work cooperatively with others, to negotiate and share and test their theories, a sense of community and cohesion will develop.

The environment must also invite the involvement of families in mutual trusting partnerships. The messages must be welcoming; there must be places where families can gather to talk with staff and with other families. Families must be encouraged to provide their insights and their goals for their child on enrolment and throughout the year. The documentation of the program must provide information for families about the processes involved in their child's learning. Alternative and personal methods for communicating with families must be found in order to do away with impersonal notices and signs. The power of face-to-face contact cannot be underestimated. Time must be made for personal contact with families at each end of the day. The use of photographs and or videos is an excellent way to share the child's day with families and to provide an opportunity to discuss the program personally with parents.

Display and documentation

Purpose

We believe that the thoughtful display and documentation of children's work is 'the cornerstone of the sharing process of learning' (Shepherd & Eaton, 1998, in print). Display and documentation should be a shared experience between children, staff, and families so that the benefits and rewards are there for everyone to reap. Whether it be a sample of their work, a photograph, or a transcription of their conversations with others, children delight in knowing their thoughts and efforts are valued and respected.

There are a number of different ways to document children's work. It is useful if you incorporate a range of these over time.

Methods of documentation

Photographs:

- target specific, meaningful photos that highlight the processes involved, not just products
- can be especially useful in recording an image of something that may not be able to be maintained, for example a block structure
- try to avoid taking endless rolls of film without a purpose.

Anecdotes:

- can refer to small group discussions
- can incorporate interpretation and analysis of children's thinking and understanding
- should be talked through with children, colleagues, and parents.

Videotape:

- is useful for children to revisit their experiences
- is useful for sharing with colleagues and families and gaining their perspective.

Audio tape:

- is valuable for recording and transcribing conversations with and amongst children
- is useful as another tool of reference.

Portfolios:

- are collections of children's work, usually developmentally significant.

Some reasons for giving time and effort to documenting children's work

- *It is like 'offering to children a mirror' (Carlina Rinaldi, Reggio Emilia, 1997). It makes visible what it is that children do, think, believe, and understand.*
- *It provides an individual and collective memory of experiences.*
- *It provides children an opportunity to revisit their experiences and ideas, to reflect on them, discuss them, and possibly revise them.*
- *It highlights children's thinking and the processes of investigating a topic of shared interest.*

It is infinitely rewarding for staff when experiences can be shared.

It is a form of advocacy for our role as early childhood educators.

It enables families to share in the experiences of their child, to contribute their understanding of their child, and to find out about others' perspective of their child's thinking.

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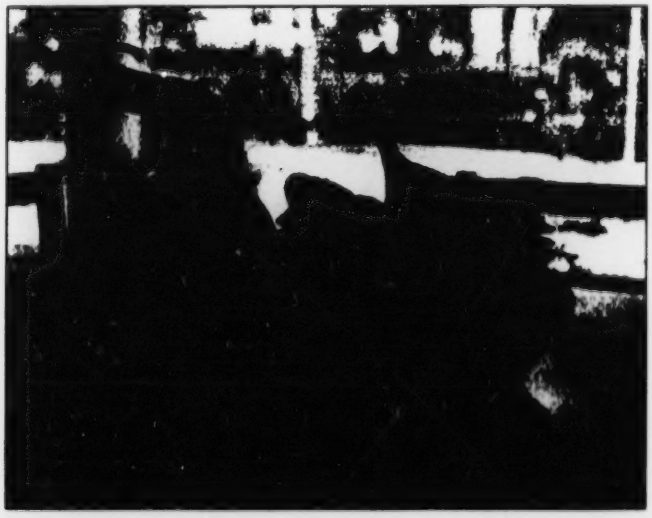
- collected work should include dates on to identify change and progress
- should be accessible to children and families.

Summary

- Reflect, review, and evaluate the centre philosophy with staff and families.
- Reflect on and discuss the image of the child.
- Review and evaluate the program, the shifts, time, procedures, communication, and resources.
- Evaluate the visual impact of the centre or school from front gate to back fence.
- Evaluate the equipment, furniture, resources, garden. Be ruthless and remove, revitalise, pare back, upgrade.
- Sell old equipment, organise volunteers for cleaning days and gardening.
- Organise an annual Open Day.
- Invite families to share the rich resources of their cultures.
- Empower all staff to collect resources and objects from nature and to take pride in the ownership of the environment.
- Create designated learning spaces.

Elements from nature



- Ensure long uninterrupted periods of time for play.
- Take the time to document the children's work.
- Arrange interesting objects in unexpected places.
- Arrange children's resources attractively, inviting them to use them.
- Nurture relationships.
- Constantly rethink practice.

- Be aware of environmental messages within the school or centre.
- De-institutionalise the school environment.
- Consider both the indoor and outdoor environments.
- Include everyone in the decisions for change.

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Some ideas for creating special environments

- ★ *Mirrors reflect light, and add an extra dimension and perspective for children to view themselves or each other in the environment.*
- ★ *Lighting is an effective device when used to emphasise objects and children's work and play spaces. Soft lighting from lamps, e.g. directed/spot lighting, light tables, lava lamps, torches, shadow play, and fairy lights create an atmosphere.*
- ★ *Flowers, foliage, hardy vegetables, seed pods, shells, rocks, birds' nests, feathers etc. can be displayed in interesting contexts.*
- ★ *Water in clear containers magnifies and intensifies colour, texture, pattern, and shape of objects.*
- ★ *Snails, worms, ants, tadpoles, fish, hermit crabs, milkweed caterpillars can be housed in containers simulating their habitat.*
- ★ *Collect families of pumpkins, leaves, and pine cones to display size in order from large to small. (Teddy bears or shapes can also be displayed in this way.)*
- ★ *Display gallery prints, sculptures, pottery, and interesting and precious ornaments. Children can learn to be careful when handling precious items.*
- ★ *Clothing, costumes, soft furnishing, masks, and wall hangings which represent the diversity of cultures represented in the centre and others in the wider community may also be displayed.*
- ★ *Multicultural cooking implements can be placed in the home corner, the centre kitchen, and can be used by children at meal times.*
- ★ *Coloured paper for artwork can be arranged in rainbow order on shelves.*
- ★ *Supply collage materials which reflect a common attribute—e.g. paper, fabric, yarn, or cardboard of different types or transparencies, or shades of a colour.*
- ★ *Writing implements can be stored in small baskets or beautiful boxes.*

(Adapted from Shepherd & Eaton, 1997, p.44)

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